

**INSTRUCTOR CERTIFICATION PROGRAM
MCGHEE TYSON ANGB TN**

COGNITIVE DOMAIN

EXAMPLES OF OBJECTIVES AND VERBS FOR SAMPLES OF BEHAVIOR

LEVEL OF LEARNING	SAMPLE LESSON OBJECTIVES	ILLUSTRATIVE VERBS FOR SAMPLES OF BEHAVIOR
EVALUATION is the ability to judge the value of material presented in a lesson. The evaluation is concerned with the materials accuracy, appropriateness, or applicability for a given situation. Lesson objectives in this area are the highest and thus most difficult to obtain in the cognitive domain. Achievement of evaluation objectives indicates mastery of all lower levels in the cognitive domain.	TOOTLIFEST: (E) the role of joint doctrine. (E) how the role of joint doctrine impacts national security.	Appraise, compare, conclude, contrast, criticize, deduce, describe, discriminate, distinguish, explain, interpret, infer, relate, summarize, support
SYNTHESIS is the ability to put parts together to form a new whole entity. This means after completing the analysis, the student can create new entities by putting together pieces to create a new whole. Objectives in the synthesis level stress creative behaviors, with verbs for SOBs focused on this creative action.	TOOTLIFEST: (S) the various roles of joint doctrine into a new iteration of joint doctrine. (S) the various roles of joint doctrine into a new iteration of joint doctrine applicable to the next 20 years.	Alter, arrange, categorize, change, chart, combine, complete, compile, compose, create, design, devise, develop, explain, generate, generalize, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, systematize, summarize, tell, write
ANALYSIS refers to the ability to break down material into its component parts to determine the structure of an entity. This may include the identification of parts, study of the relationships of parts, and recognition of the importance of each part.	TOOTLIFEST: (AN) the roles of joint doctrine. (AN) the roles of joint doctrine in achieving divergent objectives.	Break down, contrast, criticize, deduce, diagram, differentiate, discriminate, distinguish, illustrate, infer, outline, point out, relate, select, separate, subdivide
APPLICATION refers to the ability to use learned material in new situations. Lesson objectives at the application level require doing the action in a new environment, not just thinking about it. Applying what you learned at the comprehension level. Simple problem solving.	TOOTLIFEST: (A) joint doctrine to a war time scenario. (A) joint doctrine to a war time scenario to improve combat effectiveness.	Change, compute, demonstrate, discover, manipulate, modify, operate, perform, predict, prepare, produce, relate, show, solve, use
COMPREHENSION refers to the student's ability to understand the material. This may be shown by: translating material from one form to another; by interpreting material such as explaining or summarizing; and extrapolating, that is, predicting the outcome of events based on material learned.	TOOTLIFEST: (C) the roles of joint doctrine. (C) the roles of joint doctrine enhance combat effectiveness.	Convert, defend, distinguish, estimate, explain, extend, generalize, give new examples, infer, paraphrase, predict, rewrite, summarize, describe
KNOWLEDGE refers to remembering material in the same form as it was taught.	TOOTLIFEST: (K) the roles of joint doctrine. (K) how the roles of joint doctrine improve combat effectiveness.	Define, identify, label, list, match, name, outline, reproduce, select, state
NOTE: Analysis, Synthesis and Evaluation represent complex problem solving skills.		* Verbs generally fit into these categories, however they may be interchanged depending on how the lesson is taught.

**INSTRUCTOR CERTIFICATION COURSE
MCGHEE TYSON ANGB TN**

AFFECTIVE DOMAIN

EXAMPLES OF OBJECTIVES AND VERBS FOR SAMPLES OF BEHAVIOR

LEVEL OF LEARNING	SAMPLE LESSON OBJECTIVES	ILLUSTRATIVE VERBS FOR SAMPLES OF BEHAVIOR
CHARACTERIZATION - (by a value or value complex). Another name for this level might be “living it.” This highest level of the affective domain requires the person to have a value system that has controlled his or her life for a significantly long time. This person displays a predominate “life-style” such as someone who is deeply religious or someone who is an avowed patriot. This predictable behavior is constant for this person and his or her next action in this area can be generally predicted based on his or her life-style. Affective objectives taught at the characterization level require a great deal of time to reach.	TOOTLIFEST: (C) safe working habits. (C) job punctuality. (C) patriotism. (C) positive leadership traits. (C) strong followership.	Acts, discriminates, displays, influences, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies
ORGANIZATION - is concerned with the merging of different values and resolving conflicts between them. Another name for this level might be “conflict.” An objective written at this level is designed to provoke analysis of one’s existing values.	TOOTLIFEST: (O) into one’s life the concept of safe driving. (O) into one’s life the principle of effective leadership improving morale.	Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, integrates, modifies, orders, organizes, prepares, relates, synthesizes
VALUING - is concerned with the “value” a student places on a particular entity. This ranges in degree from simple acceptance of the entity to the preference for the entity to the active commitment to the entity. Objectives achieved at the valuing level result in student behaviors that are consistent enough to be identified as existing in the person.	TOOTLIFEST: (V) the situational leadership theory. (V) the role of the teacher as a role model.	Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
RESPONDING - refers to the active participation of the student either during the lesson or after the lesson concludes. Objectives can cover all three sub-levels of the responding level ranging from compliance without protest, to willingness to respond, to satisfaction in response.	TOOTLIFEST: (Res) to the role of lesson preparation in education. (Res) positively to the importance of class discipline.	Answers questions, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
RECEIVING - refers to the student’s willingness to attend to a given stimuli. Objectives with receiving as their goal are at the lowest possible level.	TOOTLIFEST: (Rec) the rules for orderly classroom functions. (Rec) the procedures for drilling the flight.	Selects, chooses, describes, gives, holds, identifies, locates, names, replies
		* Verbs generally fit into these categories, however they may be interchanged depending on how the lesson is taught.